

# Resources for Supporting a Stronger, More Diverse Educator Workforce

This document includes resources and examples related to supporting educator recruitment and retention to address the educator shortage and to support a stronger and more diverse educator workforce. The document includes resources from the Department of Education, the Department of Health and Human Services, and external entities and partners. It also includes related examples from the field.

## Department of Education Resources

### Covid Relief Funds and Beyond

To support states and districts in the effective use of emergency relief funds, and in sustaining those investments, the U.S. Department of Education (Department) has released the following resources and recommended strategies for supporting a stronger and more diverse workforce.

- In April 2021, the Department released the [\*ED COVID-19 Handbook, Volume 2: Roadmap to Reopening Safely and Meeting All Students' Needs\*](#), including an extensive section on “Supporting Educator and Staff Stability and Well-Being.”
- In October 2021, the Department hosted [a webinar](#) on using ARP funds and other federal flexibilities and resources to address state and local teacher shortages. This series highlighted clarifications provided by the Internal Revenue Service to support retired educators in returning to the profession and retirement-eligible employees to remain on the job while receiving pension distributions if allowed by their pension plan.
- On December 16, 2021, the Secretary released a [Dear Colleague Letter](#) encouraging states and districts to use ARP funds to address labor shortages, highlighting evidence-based strategies.
- In January 2022, the Department released [Using American Rescue Plan Funds and Other Federal Supports to Address Staff Shortages](#), summarizing the effective strategies that can be supported by ARP Act funds and U.S. Department of Treasury flexibilities.
- In March 2022, the Department released a [FACT SHEET: The U.S. Department of Education Announces Partnerships Across States, School Districts, and Colleges of Education to Meet Secretary Cardona’s Call to Action to Address the Teacher Shortage](#), laying out strategies for responding to state and local teacher shortage challenges and options for using federal COVID-19 relief funds to scale up educator preparation programs at institutions of higher education (IHEs).
- In April 2022, the Department held a live-streamed Roundtable: [Strengthening Partnerships Between States, School Districts, and Higher Education to Increase the Number of Teacher Candidates Prepared to Enter the Classroom and Provide Immediate Support to Schools](#) to share information about existing partnerships and federal resources that can support these kinds of partnerships to address teacher shortages.
- In June of 2022, the Department released a [Fact Sheet: Sustaining Investments in Teachers Beyond the American Rescue Plan](#) highlighting additional federal resources available to sustain ARP investments in key strategies that attract, prepare, support, and retain a diverse teacher workforce and address teacher shortages for the long-term.

In addition to these resources, Secretary Cardona announced a [Call to Action](#) in March urging all states, districts, and IHEs to commit to using ARP funds to help address the teacher shortage. In June, Secretary Cardona laid out his vision to [support and elevate the teaching profession](#).

## Comprehensive Centers

This table, compiled by the ED Office of Program and Grantee Support Services (PGSS), includes resources from the National Comprehensive Center (NCC) and Regional Comprehensive Centers (RCCs) related to the teacher shortage, recruitment, and retention. These resources include reports on the teacher workforce, local/state research findings, and best practices and strategies for recruitment/retention.

Center	Title/Link	Description
R2CC	<a href="#">How Region 2 States Are Leveraging Innovative Strategies to Address Critical Shortages of Education Personnel</a>	These special issue brief overviews and highlights how R2CC states are innovating to address these shortages and provides additional considerations for strategies to address shortages in the short and long term.
R4CC	<a href="#">Leveraging Flexible Teacher Certification Policies to Address the Bilingual Teacher Shortage</a>	This brief is the third of a four-part series that focuses on bilingual education, bilingual educators, and addressing the bilingual teacher shortage in contexts across the United States.
R4CC	<a href="#">Addressing the Bilingual Teacher Shortage</a>	This brief from R4CC is the second of a four-part series that focuses on bilingual education, bilingual educators, and addressing the bilingual teacher shortage in contexts across the United States. This research was commissioned by the New Jersey State Department of Education, which is committed to providing quality bilingual education to its linguistically diverse student population.
R6CC	<a href="#">Lessons Learned around Reducing Inequitable Access to High-Quality Teachers</a>	In 2016, the North Carolina State Board of Education (NCSBE) developed the Teacher Compensation Models and Advanced Teaching Roles (ATR) pilot program. Initially a three-year pilot, the program was revised in 2018 to become an eight-year pilot through the 2024-2025 school year. This document from R6CC provides insights into some early lessons learned in implementing the program.
R6CC	<a href="#">Opportunity Culture: Lessons Learned - An Executive Brief for District Leaders in North Carolina</a>	This brief from R6CC highlights lessons learned from eight North Carolina school districts that are designing and implementing Opportunity Culture school staffing models. Six of North Carolina's initial ten Advanced Teaching Roles pilot districts, elected to use the Opportunity Culture model.
R8CC	<a href="#">Strategies and Approaches for Recruiting Indiana Teachers</a>	The R8CC assisted the Indiana Department of Education (IDOE) in finding research-based strategies for recruiting teachers. This report focuses on the techniques and approaches IDOE, districts, and schools can use in their efforts to recruit teachers, especially teachers of color.
R8CC	<a href="#">Building Strong Institutional Partnerships to Support</a>	The R8CC developed this brief as part of its support for the Indiana Department of Education's educator recruitment and retention

	<a href="#">Recruitment and Retention Efforts</a>	efforts. The brief highlights how educator preparation programs, institutions of higher education, and school districts can improve the teacher pipeline. Furthermore, the brief outlines what strategic and collaborative partnerships look like and how they can aid recruitment and retention efforts.
R8CC	<a href="#">Strategic Use of Data to Support Recruitment and Retention</a>	The R8CC developed this brief as part of its support for the Indiana Department of Education’s educator recruitment and retention efforts. The document details the different types of recruitment and retention data and how to use such data to answer key questions. In addition, the brief outlines how to use data throughout the process of teacher and leader recruitment.
R9CC	<a href="#">Tools to Hone Your Teacher Retention Strategies: Program Profiles and Data Inventory</a>	Over the years, districts and states have worked to tackle teacher shortages creatively using a variety of incentives, mentorship initiatives, trainings, and leadership programs. But how can education leaders discern which efforts are improving teacher retention? The imminent effects of the COVID-19 pandemic on the teacher workforce make answering this question even more urgent. Although none of us knows what a post-pandemic future may hold, a recent R9CC project with Chicago Public Schools (CPS) offers some lessons and tools for states and other districts to consider as they grapple with this issue.
R9CC	<a href="#">Resources Related to Teacher Shortages and Strengthening the Workforce</a>	R9CC wrote a blog about the anticipated impacts of the COVID-19 pandemic on the already significant shortages of teachers in specific subjects and regions across the U.S. Research has shown that the pandemic led to teachers reporting higher stress and being more interested in leaving the profession. A survey of U.S. teachers by RAND found that nearly 1 in 4 teachers were likely to leave their jobs by the end of the 2020–2021 school year, up from one in six teachers in earlier years. And Black teachers were particularly likely to plan to leave. The teachers surveyed cited pandemic-era teaching conditions, such as technical problems while teaching remotely, as linked to job-related stress, depressive symptoms, and burnout.
R9CC	<a href="#">Tools to Hone Your Teacher Retention Strategy</a>	The R9CC team of experts are using evidence-based resources to support districts like CPS to assess and strengthen their educator talent management systems. We collectively examined eight major teacher retention programs to help CPS discern which strategies assist programs in meeting their retention. Through this process, we sought to understand the data they currently collect and their measures of success and to identify essential formative and summative data required to monitor and improve the impact of each retention strategy. We started by charting the key components of each program based on informal interviews with program leads. Documenting this information highlighted an opportunity to centralize the details of each program to allow a comparison of data collection tools and methods.
R9CC	<a href="#">Illinois Teacher Recruitment, Retention, and Recognition</a>	R9CC and the Illinois State Board of Education (ISBE) collaboratively collected and analyzed teacher workforce data to identify barriers to

	<a href="#">Project: Summary of Findings from Illinois Student Focus Groups and Teacher Interviews</a>	recruiting and retaining an effective and diverse teacher workforce. R9CC and ISBE used the Teacher Shortage Tool from the Center on Great Teachers and Leaders to identify equity and diversity gaps within the teacher pipeline and created problem statements that characterize the teacher shortage in Illinois. R9CC conducted an extensive series of high school and college student focus groups and interviews with current and former teachers across the state to understand the causes of these problem statements.
R9CC	<a href="#">Looking Forward to a “New Normal” in Education: What Can We Expect in 2021–22?</a>	This blog by the R9CC explores two challenges exacerbated by the pandemic that is likely to become even higher priorities: equitable education and teacher shortages, recruitment, and retention.
R9CC	<a href="#">Illinois Principal’s Association (IPA) Talk</a>	The most recent IPA Talk video features Dr. Jennifer Kirmes, Illinois State Board of Education’s (ISBE) Executive Director for Teaching & Learning. Dr. Kirmes discusses Region 9 Comprehensive Center’s work with ISBE on the Continuous Improvement of a Statewide Plan for Teacher Recruitment, Retention, and Recognition project, among other work. Dr. Kirmes explicitly discusses the recent report summarizing teacher and student focus groups developed as part of the partnership.
R12CC	<a href="#">Addressing Educator Workforce Shortages: A State Comparison Brief</a>	The R12CC conducted a scan to explore the innovative programs, policies, and practices that state education agencies and other education entities are using to mitigate educator staffing challenges. The report highlights common and promising practices used to address educator shortages, examines how key states are tackling shortages specifically in the context of COVID-19, and provides a state-by-state crosswalk of efforts to recognize, address, and mitigate educator shortages by region. Collectively, workforce data and local context considerations, strategies, and resources can help Colorado, and other state education stakeholders develop comprehensive approaches to addressing educator shortages.
R14CC	<a href="#">Talent Management Alignment Workbook: An Introduction</a>	The following modules are a brief introduction to the Talent Management Alignment Workbook, which outlines eight steps to assess the strength of alignment among talent management policies and practices across multiple state-level programs and/or initiatives. It guides leaders of state education agencies (SEAs) through the process of assessing the current state of alignment within and between talent management practice areas and developing recommendations to move toward a more coherent system.
National CC	<a href="#">Teacher Diversity and Student Success: Why Racial Representation Matters in Classrooms</a>	In a forum hosted by the NCC for State education leaders, the authors of the 2021 book Teacher Diversity and Student Success: Why Racial Representation Matters in the Classroom present important and informative empirical findings. The findings provide the important backdrop of the racialized history of teaching and provide policy and practice solutions that can work to address racial gaps in the teacher workforce in the short and long term.

National CC	<a href="#">Understanding Teacher Shortages</a>	In a presentation to the CCNetwork, Stacey Pelika, Director of Research for the National Education Association, and Chad Aldeman with Edunomics Lab, a National Center Partner, presented a picture of teacher shortages that is much more nuanced and less dramatic than the headlines. They shared a picture that makes a compelling case for addressing short-term needs while rethinking and rebuilding systems that will attract, prepare, support, and retain teachers for schools of the future.
National CC	<a href="#">Strengthening the Teacher Workforce through Selection Processes</a>	The COVID-19 pandemic has created disruptions in the teacher workforce, including reductions-in-force due to budget cuts, hesitation from teachers to return in-person to the classroom, and relaxed standards for entering the profession. This brief from the National Comprehensive Center is aimed at district and school staff involved in the teacher selection process. It provides literature-based recommendations to improve the teacher selection process as a cost-effective means of strengthening the teacher workforce.
National CC	<a href="#">Beyond the Soundbite: Investigating Teacher Shortages Before and During the Pandemic</a>	The National Comprehensive Center shared a blog, Beyond the Soundbite: Investigating Teacher Shortages Before and During the Pandemic. This blog includes information and a link to a video about teacher shortages.

**Federal Student Aid**

Federal Student Aid has put together a helpful article about the [four loan forgiveness programs](#) available for teachers, including the [Public Service Loan Forgiveness](#) (PSLF) program and [TEACH Grants](#). In October of 2021, the Department announced a temporary period during which borrowers may receive credit for payments that previously did not qualify for PSLF. Borrowers with older Federal Family Education (FFEL) program loans need to consolidate into Direct Loans and apply by October 31, 2022, in order to benefit from this temporary period.

**HHS Resources**

[Putting COVID-19 Funds to Work](#)

Explore examples of how grantees have used COVID-19 funds to serve children and families in creative and innovative ways. See what investments other programs have made to prevent, prepare for, and respond to COVID-19. These grantee stories might help you think about your service delivery differently:

- [Summer Programming](#)
- [Food and Nutrition Services](#)
- [Family Engagement and Support](#)
- [In-Person Learning](#)
- [Remote/Virtual Service Delivery](#)
- [Staff Support](#)
- [Mental Health Support](#)

## External and Partner Resources

Organization	Title/Link	Description
REL Central	<a href="#">Understanding and Predicting Teacher Shortages</a>	This report describes the collaborative efforts by Regional Educational Laboratory Central and the Missouri Department of Elementary and Secondary Education to develop and implement a teacher predictor model that describes and predicts the teacher workforce and shortages by subject area, grade level, and geographic region. The methods and processes can be adapted or adopted by education agencies that wish to describe and predict teacher demand and shortages, including trends by subject area and certification status. Education agencies can also use predictions to inform efforts to address inequities in student access to excellent educators.
REL Mid-Atlantic	<a href="#">Five Findings on Teacher Turnover and Access to Effective Teachers in the School District of Philadelphia</a>	The School District of Philadelphia (SDP) partnered with REL Mid-Atlantic to better understand teacher turnover in the district and to examine how effectively teachers are distributed across its schools. After developing a strategic plan with set goals for retaining effective teachers, the district thought a deeper study of teacher turnover and access to effective teachers could yield insight on strategies to improve students' achievement. The plan would outline improved access to effective teachers and lower turnover among effective teachers. The REL Atlantic partnered with the district to take a closer look at its data to inform how it responds to turnover.
FutureEd Georgetown University	<a href="#">In Demand: The Real Teacher Shortages and How to Solve Them</a>	Report author Sandi Jacobs, a principal at Education Counsel, analyzes the supply and demand for teachers before the Covid pandemic. Jacobs identifies new staffing questions during the current crisis and offers policy recommendations that help states and districts take a nuanced approach to ensuring effective educators teach all students.
Insight Education Group	<a href="#">Support for Teacher Recruitment &amp; Retention</a>	By prioritizing recruitment and retention in a new, systemic way, districts and schools are experiencing increased success in finding and retaining those teachers their students desperately need. This report offers several supports to help schools or districts build teacher recruitment and retention systems.
Commonwealth Education Continuum (Kentucky)	<a href="#">Teacher Recruitment, Retention Recommendations</a>	The Kentucky Council on Postsecondary Education and the Commonwealth Education Continuum developed a list of recommendations to strengthen 'Kentucky's education-to-workforce pipeline, including building a minority educator workforce.
Collaboration for Effective Educator Development, Accountability, and Reform Center	<a href="#">CEEDAR Center Resource Roundup</a>	Learn how to effectively implement High-Leverage Practices (HLPs) with CEEDAR's Practice-Based Learning Opportunities (PLOs). In addition, dive into a specific educational topic with CEEDAR's Professional Development Packs (PD Packs) and assist in combatting educator shortages by using our new brief.

## Examples

Many states, districts, and IHEs across the nation have already established or are scaling up their partnerships and programs to support a strong and diverse educator workforce. Secretary Cardona has encouraged the use of funds under the ARP Act and other federal COVID-19 relief funds to scale up these programs to address the short- and long-term challenges contributing to the teacher shortage across the country.

### State and District Examples:

- The **Virginia Department of Education (VDOE)** is allocating \$12 million to a variety of programs for teacher recruitment and retention efforts. The funds will include \$2 million to assist aspiring educators and other school staff in Virginia to earn full state teaching licensure. Twenty school divisions with relatively high percentages of provisionally licensed teachers are being invited to apply for grants to cover the tuition and fees for the required coursework. The divisions may submit applications for up to \$100,000 over three years to assist employees with tuition and fees for coursework completed at regionally accredited colleges and universities. The Continuing Education Support Grant program is open to all employees including school counselors, social workers and support staff who are seeking full state licensure.
- The **Vermont Agency of Education (AOE)** will use \$1 million in ARP ESSER funds to launch an educator workforce initiative. This initiative will focus on continuing to improve student access to key support staff by exploring online access to support staff such as social workers and clinicians, supporting community-based and interdisciplinary regional teams, exploring regional support staff shared between schools and districts as state level hires, pursuing “grow your own” options to incentivize leadership growth from within the school and district including expansion of the nurse leadership model, and developing a statewide platform to attract and recruit educators and staff for key shortage areas.
- The **Arizona Department of Education** has partnered with the state’s three universities and has created a dedicated Educator Recruitment and Retention team to support schools with recruitment, retention, and professional development strategies in partnership with local communities. This team has also developed and implemented Principal and Supervisor of Principal professional learning academies to build leadership capacity in school districts and charter schools to provide support for students and educators.
- The **Colorado Department of Education (CDE)** will use ARP ESSER funding to create opportunities that encourage preservice educators to enter the workforce, recruit high-quality educators to Colorado schools, and establish mentoring retention programs that provide support to new-to-service educators while also providing professional growth opportunities for experienced educators. Other retention strategies currently being piloted in the state may also be supported, such as expanding the AmeriCorps program as a both a tutor and future teacher pipeline.
- The **Missouri Department of Elementary and Secondary Education (MO DESE)** will offer both teacher recruitment retention grants to all LEAs. The application process will include a review of local data on teacher turnover as well as strategies the LEA will implement to address their shortage areas. The grant allocation process provides additional funds to those LEAs with harder to fill positions, such as LEAs serving higher numbers of students of color and students from low-income backgrounds. ARP ESSER funds will be used to support research based strategies, including, but not limited to: strengthening the mentor program for early career teachers,

utilizing culture and climate surveys to determine and address working condition issues, and providing services that address the social emotional needs of teachers.

- The **Puerto Rico Department of Education (PRDE)** has identified multiple shortages in the educator workforce. PRDE plans to use ARP ESSER funds to further compensate staff as a retention strategy. These strategies include, but are not limited to, improve school environments, provide needed academic resources, materials and equipment, stipends, recruitment of necessary school and Regional Education Office staff that support teachers, internships, professional development with credit hours, specialized professional development to support teachers, and target support related to accelerated learning.
- To improve recruitment and retention, **Providence Public School Department (PPSD) in Rhode Island** is rolling out a variety of new incentives detailed that build upon existing incentives. New hire incentives: incentives targeting new hires in hard to fill areas, with additional compensation to prioritize individuals who commit early, have experience, or are relocating from far distances. PPSD seeks to greatly increase the number of staff that are ESL certified, we are greatly expanding certification support to \$8,000 per teacher. New hire teachers of color: through a partnership with the Rhode Island Foundation, we have already begun a process of providing 25 new teachers of color per year with up to \$25,000 in tuition reimbursement over their first 3 years with PPSD.
- The **Washington State Office of Superintendent of Public Instruction (OSPI)** will invest ARP ESSER funds to create and support multiple pathways to recruit and retain future AI/AN educators. The State plan notes the underrepresentation of AI/AN educators serving the state's Tribal and non-Tribal students and that AI/AN learners historically face educational opportunity gaps. Additionally, OSPI will provide funding to expand resources and training on diversity, equity, and inclusion.
- **Tennessee** developed and initially proposed the newly approved and federally recognized K-12 Teacher Occupation as a Registered Apprenticeship program. Tennessee registered its first program utilizing the new K-12 Teacher occupation approved by the U.S. Department of Labor, Office of Apprenticeship with Clarksville-Montgomery County School System and Austin Peay State University. This program is supported by the Tennessee Education Association and the National Education Association. This Registered Apprenticeship program provides prospective educators with a high-quality pathway to teaching.
- **California** signed into law a 2021-2022 state budget that includes a total of **\$350 million in state funding for the Teacher Residency Grant Program** to help address areas of shortage by funding efforts in the state to recruit, support, and retain a diverse teacher workforce.
- **New Mexico** passed legislation on March 1, 2022, that provides **\$15.5 million in state funding to support teacher residencies**, including a \$35,000 minimum stipend for residents, \$2,000 for mentors and principals, and \$50,000 for program coordination at colleges of education. Funds are distributed proportionally across undergraduate, graduate degree, and graduate licensure-only programs that meet state residency definitions, which include co-design and collaboration with districts. Residents are placed in classrooms with experienced teachers and direct supports are provided for rural and regional IHEs. The state is also creating collaboratives across IHEs so that lessons can be shared, developing a community of practice for partnerships.
- **Iowa** announced the launch of the first-in-the-nation **Teacher and Paraeducator Registered Apprenticeship Grant program**. The Iowa Department of Education and the Iowa Workforce Development Agency will use **\$9 million in ARP ESSER funds** to create the program, which will train high school students and paraeducators for the next step in their teaching careers.



- **Delaware Pathways** introduces career exploration as early as middle school with education and training as a featured career pathway. High school sophomores or juniors can take courses related to careers and concurrently enroll in an IHE for a 2- to 3-year program of study. The summer before and during their senior year of high school, students participate in paid internships for approximately 240 hours in their chosen field. When students graduate from high school, they have a high school diploma, 6-15 college credits, an industry-recognized credential, and work experience.

## Institutes of Higher Education

- The **University of Dayton School of Education and Health Sciences** has received a \$1.92 million federal grant to work with 41 community partners in southwest and central **Ohio** to address the shortage of mental health workers and improve quality and access to mental health services for children at all stages of development. With the funds provided by the American Rescue Plan, the Behavioral Health Workforce Education and Training Program will enable the University to place 120 mental health students at clinical sites in high-need and high-demand areas over four years. The program also will bolster recruitment of students to careers in mental health, research and programming in underserved communities.
- **The University of North Carolina (UNC) at Chapel Hill launched a new mentorship program to recruit and retain teachers of color.** UNC's Diverse and Resilient Educators Advised through Mentorship (DREAM) program combines 12 months of Master of Arts in Teaching (MAT) instruction with 3 subsequent years of unique on-the-job guided mentorship to prepare candidates for a career as an educator. DREAM has a special focus on recruiting students and retaining teachers from diverse populations and is funded through a \$4.8 million grant from the U.S. Department of Education's Effective Educator Development Grant Program. The program will graduate its first cohort in June 2022. For the duration of MAT program instruction, DREAM residents will receive \$28,000 in financial support, contingent upon completion of the MAT program. After completing the MAT program, residents will earn initial North Carolina licensure in either Elementary Education or Special Education. Upon graduation, they will begin their teaching careers in Durham Public Schools, where they will receive 3 years of mentorship in a unique teacher-induction program that includes workshops, trainings, and seminars on issues that face beginning teachers.
- **Dallas College in Texas will launch the state's first paid teacher residency apprenticeship** in fall 2022 to serve short-term workforce needs of partner school systems; build a talent pipeline in underserved schools; and provide a rich career-embedded learning opportunity for students. Dallas College students will serve as residents 3 days per week and will then either tutor or act as a substitute 1 day per week. Students will be strategically placed in underserved schools with mentors. The residency is structured as a cohort model in which students participate in weekly cohort meetings and receive deep coaching from Dallas College faculty members. Dallas College received approval from the U.S. Department of Labor to serve as a Registered Apprenticeship sponsor for teaching residencies in February of 2022. The apprenticeship funds will be used to pay for students' tuition, as well as for performance-based assessments.
- **At Adelphi University in New York,** teaching residents co-teach in classrooms 3-4 days per week and substitute teach 1-2 days per week. Many residents are hired to become permanent substitute teachers for the remainder of the school year. Based on meeting set qualifications, residents can also provide academic coaching after school or tutor students. Residents are supported in these roles by school administrators and university supervisors through observations and targeted seminar discussions. Current efforts are underway to develop a Boards of Cooperative Educational Services (BOCES) Cooperative Service (CoSER) model of resident compensation in which district funds can be appropriated to pay residents a stipend during their experience.

- **The University of Alaska Fairbanks School of Education** is working with the **rural districts** on recruitment of both high school students and current non-certificated district employees into the teaching profession, targeted advising and wrap-around supports for students pursuing a teaching degree, district cohort-based supports, the integration of local and Indigenous knowledge into the pre-service teaching curriculum, and the organization of locally offered course "intensives" to speed attainment of credits towards a degree.
- At **University at Buffalo, State University of New York**, teaching residents receive stipends and serve as co-teachers in partner school classrooms 4 days per week for the duration of the school year. As of November 2021, there are two additional sub-eligible days each month when residents may be pulled to substitute teach for another teacher in the same school building for which they are paid at the contracted daily substitute teacher rate.
- **University of Colorado Denver** provides an undergraduate 4-year residency in which teacher candidates are hired in paid, part-time para-educator intern positions in partner schools within the district during their freshman-junior years and then transition to be a paid resident their senior year. The program supports about 50 students per year, focused on diverse, first-generation teacher candidates. Candidates also receive wrap-around services and supports for college/academic success and social and emotional support.
- **University of Southern California** teaching residents who have grown up in underserved communities are specifically recruited after completing their undergraduate degrees. In the 2022 academic year, they will receive full tuition from the university and a living stipend from the school district. They receive professional development from the district in addition to their MAT program course of studies, an integrated program where, without additional cost or units, candidates can meet the standards for general education, Education Specialist, and the Bilingual Authorization simultaneously.
- **Virginia Commonwealth University** teaching residents start the school year with their mentor teachers after an intensive summer semester of coursework. Residents co-teach 4 days per week alongside their mentor teachers, taking coursework in the evenings and on Fridays. The Richmond Teacher Residency (RTR) training model provides ongoing opportunities for residents to integrate theory and practice as they learn how to teach. Residents begin taking on roles in the classroom from the very first day, such as leading classroom routines. Over time, responsibilities eventually include periods where residents have full responsibility for planning and teaching classes for an entire week, when they are formatively assessed. By utilizing the co-teaching model, RTR lowers student-teacher ratios in high-needs classrooms, providing more individualized attention and opportunities to differentiate instruction for students.

This document contains examples of resources that are provided for the user's convenience. The inclusion of these resources is not intended to reflect their importance, nor is it intended to endorse any views expressed, or products or services offered, by these entities. These resources may include materials that contain the views and recommendations of various subject-matter experts as well as hypertext links, contact addresses and websites to information created and maintained by other public and private organizations. The opinions expressed in any of these materials do not necessarily reflect the positions or policies of the Department. The Department does not control or guarantee the accuracy, relevance, timeliness, or completeness of any outside information included in the materials that may be provided by these resources.